



**Building Collective Leadership in
Education & Church Leadership**
Nedgine Paul, 2016 ECF Fellow

Our Conversation

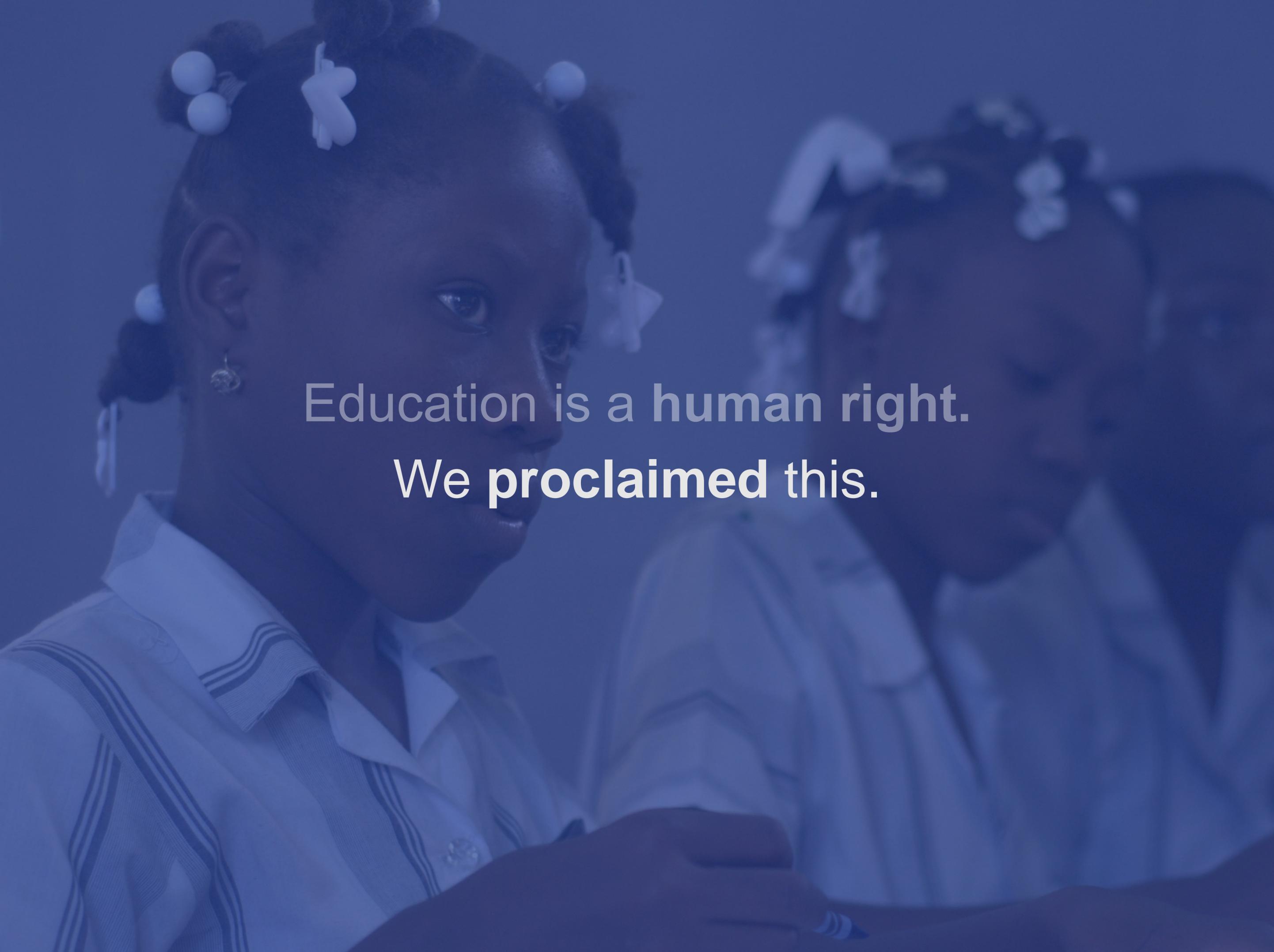
1. Foundations of the Anseye Pou Ayiti (APA) Movement
2. The “What” & “How” of Anseye Pou Ayiti
3. Redefining leadership: Power of Collective Leadership
4. Linking Collective & Servant Leadership







Education is a human right.

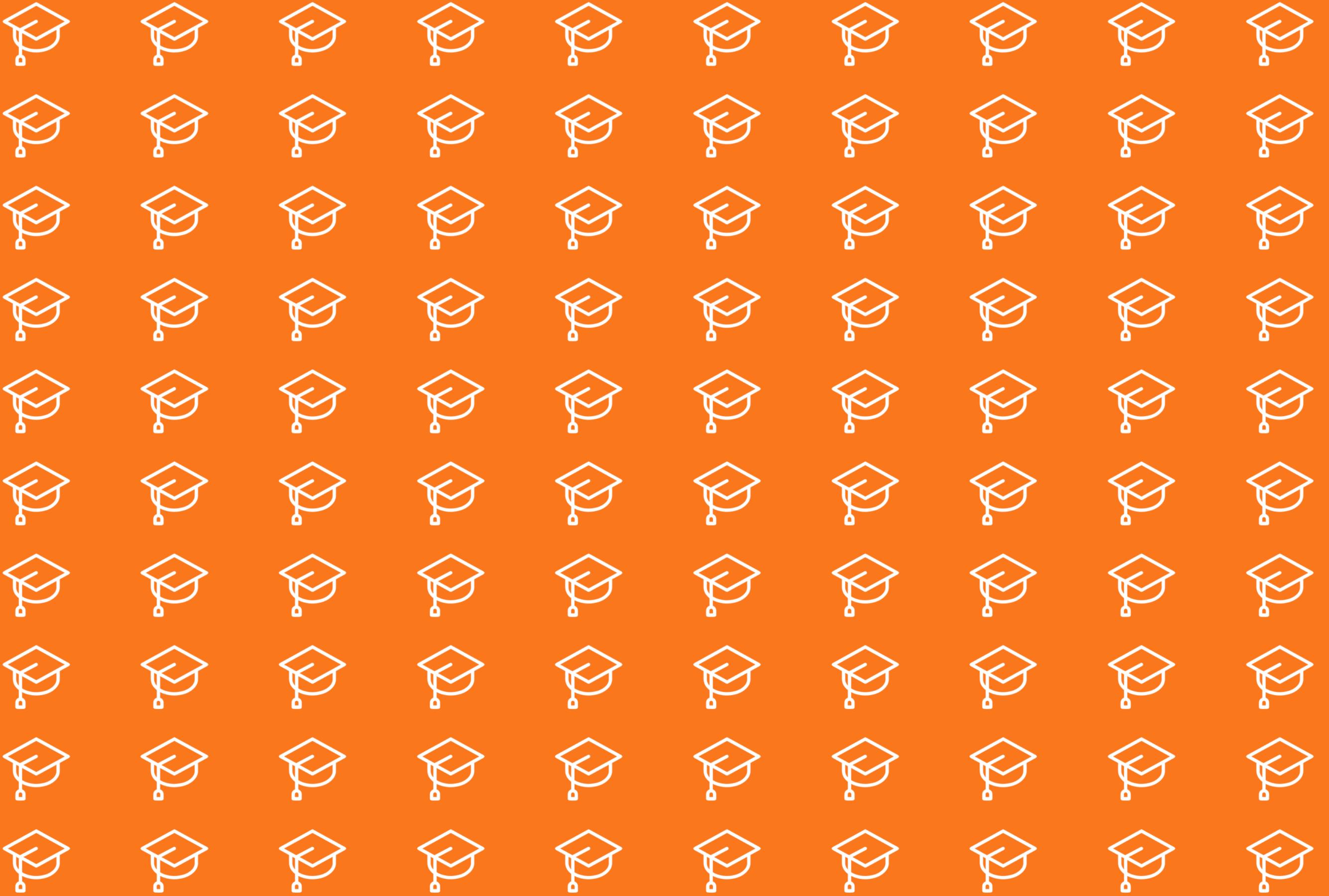
A blue-tinted photograph of a young girl in a school uniform, looking to the right. She has her hair styled in braids with white beads and clips. Another student is visible in the background, also in a school uniform. The text "Education is a human right. We proclaimed this." is overlaid on the image.

Education is a human right.
We proclaimed this.



Education is a human right.
We proclaimed this.

But we operate in a **landscape of disparities.**









What has made us **great**?

The Foundations of Our Movement

- 4 years in the making
- Authenticity
- Respect
- Asset-based lens
- Not help, but justice – we are in this together



Our Conversation

- Foundations of the Anseye Pou Ayiti (APA) Movement
- The “What” & “How” of Anseye Pou Ayiti
- Redefining leadership: Power of Collective Leadership
- Linking Collective & Servant Leadership

Our Theory of Change

Constructivist, **culturally responsive** approach

Classroom & community **transformational leadership**

Data-driven standards to drive & replicate impact

Recruit

Place

Coach

Lead

Our Theory of Change



A Movement of Alumni Ambassadors



2015

15 schools

30 teacher leaders

700 students

2020

75 schools

250 teacher leaders

16,000 students

2015

15 schools

30 teacher leaders

700 students

2020

75 schools

250 teacher leaders

16,000 students

2016-2017 School Year

Over 90% passing rate in half of APA classrooms

Third of our classrooms with 100% passing rate

Questions?

**If your plan is for one year, plant rice.
If your plan is for ten years, plant trees.
If your plan is for one hundred years, educate children.
- Confucius**





What has made us **great**?

A New Narrative

3 Cs: Culture, Customs, Community

Redefining leadership—rooted in collective action



Matière: Mathématiques
Thème: Opération

Vendredi 20 Janvier 2017
PM « L'apprenant apprend en s'amusant »

EA	F	G
PA	35	17
Ab	0	0
tot	35	17

EDITIONS HENRI DESCHAMPS
Année scolaire 2016-2017
DE LIS

Plus de 100 ans au service de la qualité de l'éducation

A la fin de la séance, les apprenants
seront en mesure d'effectuer une multiplication
Effectuez des multiplications sans les poser
verticalement.

$$2 \times 4 = 8$$

①









Prezantasyon
Pou Elèv yo
Pou Peyi nou

Prezantasyon-Lidè
Pou Elèv yo,
Pou Peyi Nou



A New Narrative

3 Cs: Culture, Customs, Community

Redefining leadership—rooted in collective action













Pro chwazi lapé
Tymon ag detari le si non



Devenue d'élève l'adulte peut...
fiatit dans une phase

ANSEY

I am Educator





Linking Collective & Servant Leadership

Collective & Servant Leadership

Becoming a Leader of No Reputation (R. Scott Rodin, 2002)

<http://www.christianleaders.org/JRL/Fall2002/rodin.htm>

“Five years ago, if you had asked me for a Scripture that epitomized the leadership ideal, I would likely have pointed you to Nathan’s directive to King David, **“Whatever you have in mind, go ahead and do it, for the Lord is with you.” (2 Samuel 7:3).**

Now, five years later, I would point to a different verse. In speaking of Jesus’ incarnation, Paul tells us, **“he made himself a man of no reputation, taking on the very nature of a servant.” (Phil 2:7)** The verse does not say that Jesus became a man of bad reputation, or questionable reputation, but **simply of ‘no’ reputation.** That is, reputation, image, prestige, prominence, power, and other trappings of leadership were not only devalued, they were purposefully dismissed. Jesus *became* such a man. Not by default or accident, but by intention and design. And it was only in this form that he could serve, love, give, teach, and yes, lead.”

Robert Greenleaf reminds us that the **difference between a true servant-leader who is servant first, and the leader-servant who seeks leadership first, lies in the growth of the people who serve under them.** The test question is, "do those served grow as persons; do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?"



Lundi

Aout 2016

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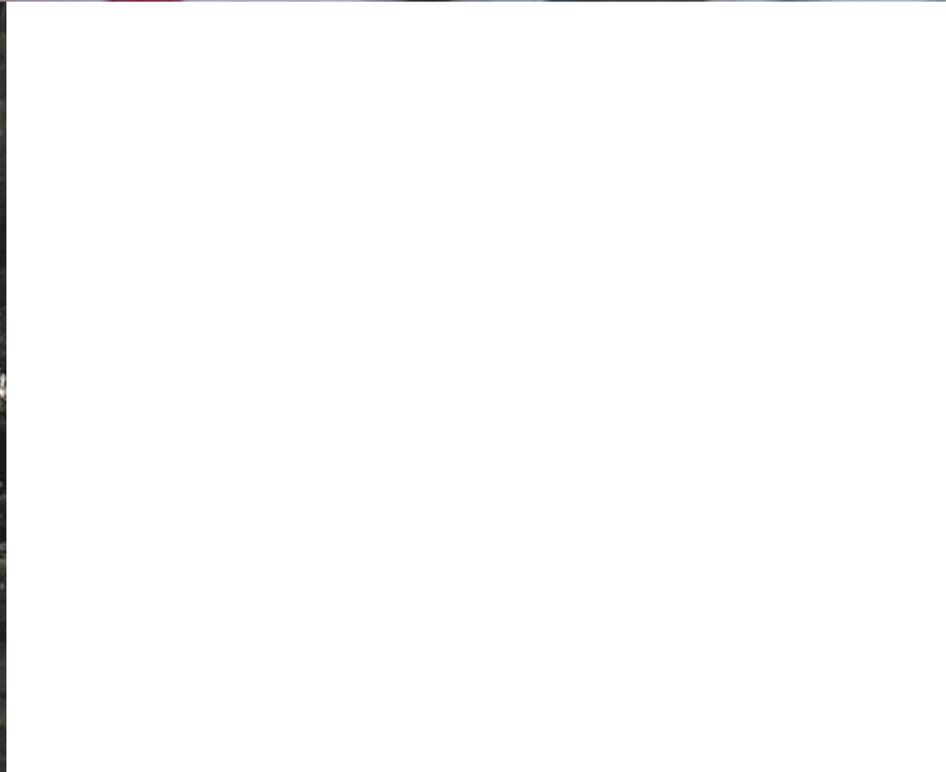
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Bernard SEIDE

CHIKI

Jean Gaudy ETIENNE

RISEYE PUU AYITI



Collective Leadership: Our Principles & Lessons Learned

- What are your intentions as a leader?
- Your identity as part of the whole, as part of your community
- Leader of hierarchy or influence?
- Co-creation of vision, objectives & strategy
- Intentionality of language: You / Us, I / We
- Gifts & talents we each bring to the table
- Lasting impact of collective action, collective transformation – the roots are deep!

Questions?

**If your plan is for one year, plant rice.
If your plan is for ten years, plant trees.
If your plan is for one hundred years, educate children.
- Confucius**





*Pou Elèv Yo, Pou Peyi Nou
For the Students, For Our Nation*

www.AnseyePouAyiti.org
